



Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurelwood Elementary School		43-69674-6048904	April 21, 2026	June 11, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Laurelwood Elementary School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Annual review of school goals with School Site Council and School Leadership team; focus plans for spending targeted funds on the school's students with the greatest needs in Science, Technology, Engineering, Art, Music (STEAM), English Language Arts (ELA), English Language Development (ELD) and positive school climate (MTSS/PBIS/Safety). Current year data is being used to create goals and plans for the 2025-2026 school year, including guiding teacher, grade level, and school wide focuses at the Tier 1 level and Tier 2 Intervention groups. Whole group trends in data will be analyzed throughout the year to identify areas of need for all students. Individual student data will be analyzed to determine which students are in need of intervention support, in the classroom and during pull out small group sessions. Small group pull out groups include reading and math intervention, based on essential standards assessments and data from ELPAC, F&P, iReady, and Origo Module assessments.

For the second year, we have added an additional focus to support a reduction in suspensions, mainly issues around physical aggression. We have had an increase in physical aggression leading to suspensions for all students, students with disabilities, and students with more than one race. Student's with disabilities was our highest % of suspensions. Floater para support, increased mindfulness lessons, and lunch time activities will be used to support engagement of students, reduce physical aggression, and minimize the need for suspension.

New to the plan is supporting Chronic Absenteeism, mainly among students with Disabilities.

Educational Partner Involvement

How, when, and with whom did your Laurelwood Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Single Plan for Student Achievement (SPSA) is a living document requiring annual review and updates. Our SPSA goes through a process of review and update each spring by the school leadership team (SLT) and the School Site Council (SSC) prior to being sent to the SCUSD Board of Trustees for final approval.

During a two staff meeting on 3/20/26 and 4/8/26, two School Leadership Meetings on 3/4/26 and 3/20/26, and two School Site Council Meetings on 3/10/26 and 4/21/26, the staff and each committee reviewed the past year's SPSA goals and data, as well as discussed budgetary priorities for identified goals which include three academic areas:

- 1) Science/Technology/Engineering, Arts and Mathematics (STEAM)
- 2) English Language Development and English Language Arts (Reading/Writing)
- 3) Positive school climate goal using MTSS and safety as the base.

SSC is comprised of equal numbers of parents, teachers/classified staff, meets six times per year to review our targeted allocation budget, provide program input and develops/approve annual goals for student achievement and campus climate.

Our English Learner Advisory Council meets 4 times per year regarding the needs of English Learners (ELs) during the regular SSC meetings (8 times per year). The two groups voted to merge ELAC and SSC in 2021 and have continued to vote for the merge each subsequent year. This advisory body includes parents of English Learners, the site ELSAT and the school principal. ELAC representatives attend District ELAC (DELAC) for training and support. They also attend and report to the SSC at each meeting. Once all the SPSA goals and the budget are determined by these stakeholder groups, the School Site Council votes to approve the goals and budget and sends the annual SPSA updates forward to the school board for final approval.

Students give feedback to staff mainly during Student Council. Our Student Council consists of 10 5th grade Student Council officers and 2 classroom reps from each 2nd-4th grade class. We have a fall group and a spring group. During the March 12 Student Council Meeting students share that they enjoyed Allera Sports, Flag Football, Soccer Tournaments, and Basketball Tournaments at lunch, as well as Tiger Club recess that occurred in the library and garden throughout the week. Students agreed when Mr. Fuller asked if students felt that these activities helped to limit student hitting each other because they were made.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Laurelwood is currently identified for Targeted Support and Improvement (TSI) for our Students with Disabilities student group. This identification is based on the 2025 Dashboard, which flagged a high suspension rate for this group. In the 2025 Dashboard, Students with Disabilities were also identified for high chronic absenteeism, which showed improvement in 2026.

As part of our needs assessment, we identified several resource inequities that may be contributing to these outcomes. Students with Disabilities at Laurelwood have limited access to proactive behavior supports and social-emotional learning opportunities compared to their peers. Additionally, staffing constraints and caseload demands make it difficult to consistently implement individualized behavior intervention plans or provide timely Tier 2 and Tier 3 supports. Support at recess time is another area that more resources are needed to increase staff on the playground to support students with emotional regulation during peer to peer interaction and to engage students in safe play. We also recognize that many general education staff need additional professional development on de-escalation strategies and supports aligned to students' IEPs. These gaps may lead to increased disciplinary referrals and missed instructional time for our Students with Disabilities. These resource inequities are being addressed through goals and actions in our 2025–2026 SPSA, including increased classroom support in general education to support students with IEPs that are in general education classrooms, increased activities and adult supervision at recess, and systems to monitor implementation of behavior plans more consistently across settings.

Analysis of student data indicates that resource inequities are a primary driver of chronic absenteeism for students with disabilities. Key factors include a disproportionately high suspension rate and a lack of sufficient individualized support. These systemic barriers hinder student engagement and suggest a need for more robust, personalized intervention strategies and a shift toward inclusive behavioral supports to ensure these students remain in the classroom.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our most critical site indicator is the suspension rate, where three specific subgroups—Two or More Races (6.3%, Red), Hispanic (4.8%, Orange), and English Learners (4.4%, Orange)—are performing two or more levels below the "All Students" baseline of 2.1% (Green). These disparities are primarily driven by major physical contact incidents, often stemming from classroom behavioral challenges or emotional regulation difficulties during recess, with a concerning frequency of incidents involving harm to others. Consequently, we are targeting these three demographics for intensive intervention to reduce physical conflicts and align their outcomes with the broader student population.

To address the disparities among these three subgroups, we are implementing a multi-tiered support strategy focused on emotional regulation and communication. During recess, the Tiger Club provides wellness support as an alternative environment for students struggling with physical aggression, while our Mindfulness Monday lessons—covering the Zones of Regulation and effective communication—will be increased to multiple weekly broadcasts and integrated into targeted student discussions. For our English Learners, we are intensifying specialized classroom lessons to bridge language gaps, specifically empowering them to resolve peer conflicts verbally rather than physically. Finally, the Wellness Team will facilitate dedicated social groups designed to build the self-regulation skills necessary to navigate social challenges without resorting to physical contact.

Additionally, chronic absenteeism has emerged as a critical new indicator of concern, specifically for students with disabilities. This group has entered the Red Range with a chronic absenteeism rate of 22.5%, representing a sharp 15.9% increase from the previous year. As a site, we are committed to supporting our students with disabilities through a comprehensive behavioral, academic, and emotional framework. We are now moving to target students specifically identified as chronically absent to determine individualized support strategies that will best meet their unique needs and improve overall attendance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Two or More Races (6.3%, Red), Hispanic (4.8%, Orange), and English Learners (4.4%, Orange)—are performing two or more levels below the "All Students" baseline of 2.1% (Green).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Laurelwood Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.74%	0.88%	1.00%	4	5	6
African American	0.93%	1.05%	1.83%	5	6	11
Asian	55.58%	51.31%	52.49%	299	293	316
Filipino	1.12%	1.40%	1.83%	6	8	11
Hispanic/Latino	11.52%	13.66%	14.62%	62	78	88
Pacific Islander	%	0.18%	%		1	
White	21.75%	23.47%	19.93%	117	134	120
Multiple/No Response	7.06%	7.18%	6.64%	38	41	40
Total Enrollment				538	571	602

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		43	77
Kindergarten	87	90	90
Grade 1	83	90	89
Grade 2	80	90	86
Grade3	88	80	96
Grade 4	91	81	81
Grade 5	69	97	83
Total Enrollment	538	571	602

Conclusions based on this data:

1. Laurelwood enrollment is increasing for a third year, increasing 50 students in two year.
2. The percent of students who are Spanish/Latino is contuing to increase, up 3.49% in two years.
3. TK enrollment is leading to an increase in overall enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	159	152	132	33.2%	29.6%	21.9%
Fluent English Proficient (FEP)	171	175	172	29.6%	31.8%	28.6%
Reclassified Fluent English Proficient (RFEP)	73	79		11.5%	13.60%	

Conclusions based on this data:

1. Our English Learner population is decreasing, from 33.2% down to 26.6% in two years.
2. The number of Fluent English Proficient (FEP) decreased slightly after a slight increase.
3. The number of Fluent English Percentage is still slightly higher than the percentage of English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	85	84	93	84	75	93	84	75	98.9	98.8	89.3
Grade 4	80	91	78	79	90	76	79	90	76	98.8	98.9	97.4
Grade 5	84	70	93	83	69	86	83	69	86	98.8	98.6	92.5
All Grades	258	246	255	255	243	237	255	243	237	98.8	98.8	92.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2466.	2476.	2473.	43.01	50.00	44.00	23.66	27.38	28.00	13.98	9.52	12.00	19.35	13.10	16.00
Grade 4	2566.	2557.	2580.	73.42	61.11	75.00	15.19	20.00	18.42	3.80	6.67	1.32	7.59	12.22	5.26
Grade 5	2586.	2586.	2587.	60.24	57.97	50.00	21.69	24.64	26.74	8.43	7.25	15.12	9.64	10.14	8.14
All Grades	N/A	N/A	N/A	58.04	56.38	56.12	20.39	23.87	24.47	9.02	7.82	9.70	12.55	11.93	9.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.63	38.10	25.33	49.46	52.38	65.33	12.90	9.52	9.33
Grade 4	50.63	46.67	48.68	40.51	42.22	46.05	8.86	11.11	5.26
Grade 5	42.17	43.48	40.70	51.81	47.83	53.49	6.02	8.70	5.81
All Grades	43.14	42.80	38.40	47.45	47.33	54.85	9.41	9.88	6.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.56	28.57	36.00	47.31	60.71	46.67	16.13	10.71	17.33
Grade 4	59.49	51.11	64.47	35.44	41.11	31.58	5.06	7.78	3.95
Grade 5	56.63	50.72	54.65	34.94	42.03	36.05	8.43	7.25	9.30
All Grades	50.20	43.21	51.90	39.61	48.15	37.97	10.20	8.64	10.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.81	23.81	16.00	67.74	66.67	66.67	6.45	9.52	17.33
Grade 4	34.18	37.78	26.32	60.76	56.67	71.05	5.06	5.56	2.63
Grade 5	30.12	27.54	24.42	62.65	65.22	67.44	7.23	7.25	8.14
All Grades	29.80	30.04	22.36	63.92	62.55	68.35	6.27	7.41	9.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.11	39.29	26.67	51.61	53.57	61.33	18.28	7.14	12.00
Grade 4	45.57	42.22	48.68	45.57	47.78	47.37	8.86	10.00	3.95
Grade 5	39.76	43.48	36.05	53.01	46.38	60.47	7.23	10.14	3.49
All Grades	38.04	41.56	37.13	50.20	49.38	56.54	11.76	9.05	6.33

Conclusions based on this data:

1. On the CAASPP, 90.48% of third graders achieved at, near, or above standard in the area of reading/language arts, improving from 87% the year before. In grade four, 88.89% of students achieved reading scores at, near, or above grade standard and 91.31% of fifth graders met or exceeded the standard, both grades slightly decreasing from the previous year. The three grade levels combined showed 90.13% of all students reading at, near, or above grade level standard standard in 2024, exceeding district, county and state level scores.
2. In the area of writing, on the CAASPP, third graders achieved at 89.28% at, near, or above standard. Fourth graders scored at 92.22% at, near, or above standard. Fifth grade showed overall scores of 92.75% at, near, or above the grade level standard. There was a slight decrease in students at, near, or above standards in 4th grade, but a slight increase for 3rd and 5th grade.
3. For the Overall Achievement for All Students, 88.07% achieved at, near, or above standard, a slight increase from 87.45 the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	85	84	93	84	83	93	84	83	98.9	98.8	98.8
Grade 4	80	91	78	79	91	78	79	91	78	98.8	100	100
Grade 5	84	70	93	82	69	93	82	69	92	97.6	98.6	100
All Grades	258	246	255	254	244	254	254	244	253	98.4	99.2	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2500.	2500.	2479.	52.69	53.57	48.19	21.51	29.76	21.69	15.05	9.52	10.84	10.75	7.14	19.28
Grade 4	2574.	2568.	2575.	63.29	57.14	70.51	25.32	24.18	16.67	10.13	12.09	7.69	1.27	6.59	5.13
Grade 5	2594.	2613.	2587.	63.41	66.67	53.26	14.63	21.74	19.57	15.85	10.14	14.13	6.10	1.45	13.04
All Grades	N/A	N/A	N/A	59.45	58.61	56.92	20.47	25.41	19.37	13.78	10.66	11.07	6.30	5.33	12.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	59.14	63.10	49.40	29.03	32.14	37.35	11.83	4.76	13.25
Grade 4	72.15	62.64	80.77	24.05	30.77	14.10	3.80	6.59	5.13
Grade 5	63.41	65.22	47.83	30.49	30.43	41.30	6.10	4.35	10.87
All Grades	64.57	63.52	58.50	27.95	31.15	31.62	7.48	5.33	9.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.54	48.81	45.78	37.63	41.67	37.35	11.83	9.52	16.87
Grade 4	55.70	51.65	62.82	40.51	40.66	30.77	3.80	7.69	6.41
Grade 5	47.56	52.17	50.00	43.90	44.93	42.39	8.54	2.90	7.61
All Grades	51.18	50.82	52.57	40.55	42.21	37.15	8.27	6.97	10.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.24	46.43	48.19	47.31	48.81	37.35	6.45	4.76	14.46
Grade 4	56.96	56.04	61.54	43.04	37.36	33.33	0.00	6.59	5.13
Grade 5	56.10	56.52	43.48	37.80	39.13	46.74	6.10	4.35	9.78
All Grades	52.76	52.87	50.59	42.91	41.80	39.53	4.33	5.33	9.88

Conclusions based on this data:

1. On the CAASPP, in third grade, 92.85% nearly met, met, or exceeded the standard, while 93.41% of fourth graders nearly met, met, or exceeded mathematics grade level standards this past year. In grade five, 98.55% of the students met or exceeded the mathematics standard goal. 3rd grade and 5th grade show positive growth with 4th grade declining. Overall, 94.68% of third, fourth and fifth graders at Laurelwood nearly met, met, or exceeded the standard in the area of overall mathematics, a slight increase from 93.7% in the previous year.
2. On the CAASPP, in the area of Problem Solving & Modeling/Data Analysis, 93.06% of 3rd, 4th, and 5th grade students score nearly met, met, or exceeded, increasing slightly from 91.73% the previous year.
3. On the CAASPP, in the area of Communicating Reasoning, 94.67% of 3rd, 4th, and 5th grade students score nearly met, met, or exceeded, decreasing slightly from 95.67% the previous year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1472.5	1446.0	1436.6	1465.4	1455.2	1442.4	1488.8	1424.2	1422.8	46	43	34
1	1461.5	1473.6	1465.5	1467.4	1481.1	1470.8	1455.2	1465.5	1459.7	32	26	21
2	1476.1	1479.6	1478.7	1461.9	1483.5	1479.6	1489.8	1475.3	1477.4	31	28	26
3	1481.7	1499.3	1464.1	1476.8	1504.0	1466.0	1486.2	1494.1	1461.7	32	23	32
4	1497.5	1544.8	1519.4	1477.4	1558.8	1517.2	1517.2	1530.3	1521.0	19	25	17
5	1511.3	*	1504.9	1495.3	*	1508.5	1526.8	*	1500.7	18	10	20
All Grades										178	155	150

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.96	27.91	26.47	41.30	41.86	32.35	15.22	20.93	26.47	6.52	9.30	14.71	46	43	34
1	18.75	23.08	25.00	34.38	42.31	45.00	34.38	15.38	20.00	12.50	19.23	10.00	32	26	20
2	16.13	17.86	11.54	38.71	53.57	50.00	29.03	21.43	23.08	16.13	7.14	15.38	31	28	26
3	12.50	21.74	6.25	40.63	43.48	46.88	34.38	26.09	21.88	12.50	8.70	25.00	32	23	32
4	26.32	40.00	23.53	36.84	40.00	52.94	21.05	20.00	5.88	15.79	0.00	17.65	19	25	17
5	22.22	*	20.00	44.44	*	25.00	11.11	*	30.00	22.22	*	25.00	18	*	20
All Grades	23.03	28.39	18.12	39.33	42.58	41.61	24.72	20.00	22.15	12.92	9.03	18.12	178	155	149

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.30	32.56	35.29	34.78	41.86	23.53	17.39	18.60	17.65	6.52	6.98	23.53	46	43	34
1	28.13	34.62	35.00	28.13	38.46	35.00	31.25	11.54	20.00	12.50	15.38	10.00	32	26	20
2	22.58	53.57	38.46	32.26	28.57	26.92	29.03	10.71	15.38	16.13	7.14	19.23	31	28	26
3	12.50	52.17	18.75	56.25	30.43	50.00	18.75	8.70	6.25	12.50	8.70	25.00	32	23	32
4	31.58	60.00	52.94	36.84	36.00	23.53	10.53	4.00	5.88	21.05	0.00	17.65	19	25	17
5	27.78	*	40.00	33.33	*	30.00	16.67	*	10.00	22.22	*	20.00	18	*	20
All Grades	28.09	45.81	34.90	37.08	34.84	32.21	21.35	11.61	12.75	13.48	7.74	20.13	178	155	149

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		30.23	17.65		27.91	23.53		34.88	47.06		6.98	11.76		43	34
1		11.54	20.00		42.31	40.00		26.92	30.00		19.23	10.00		26	20
2		14.29	3.85		28.57	50.00		42.86	26.92		14.29	19.23		28	26
3		8.70	3.13		21.74	21.88		52.17	43.75		17.39	31.25		23	32
4		20.00	17.65		28.00	47.06		36.00	11.76		16.00	23.53		25	17
5		*	0.00		*	30.00		*	25.00		*	45.00		*	20
All Grades	16.29	18.71	10.07	39.33	30.32	33.56	32.02	38.06	33.56	12.36	12.90	22.82	178	155	149

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.30	37.21	35.29	54.35	53.49	55.88	4.35	9.30	8.82	46	43	34
1	43.75	53.85	45.00	53.13	46.15	50.00	3.13	0.00	5.00	32	26	20
2	32.26	46.43	34.62	54.84	42.86	53.85	12.90	10.71	11.54	31	28	26
3	31.25	30.43	15.63	56.25	56.52	56.25	12.50	13.04	28.13	32	23	32
4	68.42	60.00	64.71	21.05	40.00	11.76	10.53	0.00	23.53	19	25	17
5	44.44	*	25.00	44.44	*	55.00	11.11	*	20.00	18	*	20
All Grades	41.57	45.81	34.23	50.00	47.10	49.66	8.43	7.10	16.11	178	155	149

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.61	34.88	35.29	50.00	58.14	38.24	17.39	6.98	26.47	46	43	34
1	18.75	30.77	10.00	62.50	50.00	75.00	18.75	19.23	15.00	32	26	20
2	12.90	42.86	26.92	61.29	50.00	53.85	25.81	7.14	19.23	31	28	26
3	6.25	56.52	43.75	78.13	34.78	37.50	15.63	8.70	18.75	32	23	32
4	26.32	80.00	35.29	47.37	16.00	47.06	26.32	4.00	17.65	19	25	17
5	33.33	*	65.00	38.89	*	15.00	27.78	*	20.00	18	*	20
All Grades	21.35	49.03	36.24	57.87	41.94	43.62	20.79	9.03	20.13	178	155	149

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.26	13.95	17.65	71.74	76.74	73.53	0.00	9.30	8.82	46	43	34
1	31.25	26.92	35.00	56.25	61.54	50.00	12.50	11.54	15.00	32	26	20
2	16.13	10.71	7.69	67.74	71.43	65.38	16.13	17.86	26.92	31	28	26
3	15.63	4.35	3.13	53.13	56.52	53.13	31.25	39.13	43.75	32	23	32
4	10.53	12.00	17.65	63.16	72.00	58.82	26.32	16.00	23.53	19	25	17
5	22.22	*	0.00	55.56	*	60.00	22.22	*	40.00	18	*	20
All Grades	21.91	14.19	12.75	62.36	69.68	61.07	15.73	16.13	26.17	178	155	149

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	67.39	58.14	44.12	26.09	30.23	38.24	6.52	11.63	17.65	46	43	34
1	3.13	11.54	20.00	75.00	69.23	65.00	21.88	19.23	15.00	32	26	20
2	25.81	35.71	15.38	58.06	57.14	65.38	16.13	7.14	19.23	31	28	26
3	12.50	13.04	0.00	71.88	73.91	71.88	15.63	13.04	28.13	32	23	32
4	31.58	36.00	23.53	63.16	60.00	58.82	5.26	4.00	17.65	19	25	17
5	27.78	*	0.00	50.00	*	65.00	22.22	*	35.00	18	*	20
All Grades	30.90	34.19	18.12	55.06	55.48	59.73	14.04	10.32	22.15	178	155	149

Conclusions based on this data:

1. On the ELPAC, 150 students, designated as English Learners were assessed, a decrease from 178 two years ago and 155 the previous year.
2. On the ELPAC, 18.12%, down from 28.39% the previous year, scored a four (well developed). A goal is to continue to increase the percentage of students scoring at level 4 to lead to a higher number of students meeting eligibility for reclassification.

3. On the ELPAC, 34.90% scored well developed in Oral Language, a decrease from 49.03% in the previous year. An increase in oral language has been a goal supported through hands on learning and small group intervention.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
571	11.9%	26.6%	0.0%
Total Number of Students enrolled in Laurelwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	152	26.6%
Foster Youth	0	0.0%
Homeless	4	0.7%
Socioeconomically Disadvantaged	68	11.9%
Students with Disabilities	56	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1%
American Indian	5	0.9%
Asian	293	51.3%
Filipino	8	1.4%
Hispanic	78	13.7%
Two or More Races	41	7.2%
Pacific Islander	1	0.2%
White	134	23.5%

Conclusions based on this data:

1. Approximately one fourth of students enrolled at Laurelwood are designated as English learners. Noting that reclassification numbers lower this percentage.

2. Approximately one out of every eight students is considered Socioeconomically Disadvantaged.
3. Our largest racial/ethnic student group at Laurelwood is Asian, making up over half of the student body. Our Asian students are also very diverse, with the largest representation being Indian. The second highest ethnicity group being White at 23.5% and then Hispanic at 13.7%.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Orange		

Conclusions based on this data:

- Laurelwood students showed high performance in all three academic areas of English Language Arts, Mathematics, and English Learner Progress.
- Academic concern is English Learner Progress in the Orange Range.
- An area that has decreased in Chronic Absenteeism, from Yellow to Orange Range.

School and Student Performance Data

Academic Performance English Language Arts

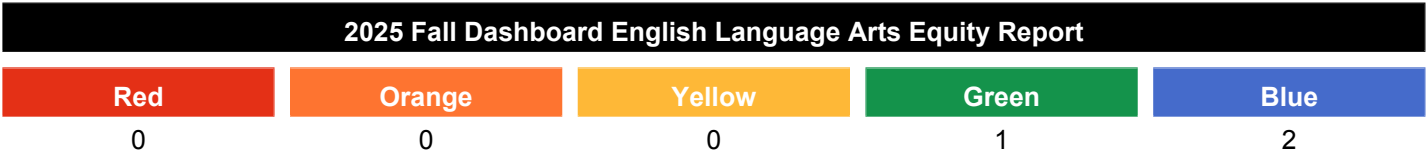
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 80.6 points above standard Increased 5.3 points 233 Students	English Learners  Green 44.8 points above standard Increased 11.7 points 106 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 8.6 points above standard Declined 10.4 points 37 Students

Students with Disabilities  No Performance Color 19.9 points below standard Increased 7.1 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 89 points above standard Increased 12 points 122 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 11.5 points above standard Declined 3.4 points 29 Students
Two or More Races  No Performance Color 99.9 points above standard Declined 15.1 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 92.3 points above standard Increased 16.1 points 57 Students

Conclusions based on this data:

1. "All Students" at Laurelwood are achieving at high levels in English Language Arts as evidenced by exceeding the grade level standard by 80.6 points and ranking the school on the dashboard at the very high level of Blue.
2. Many student groups do not have enough students to have a performance color, however Asian and White are both in the Blue Range.
3. English learners showed an increase of 11.7 points and still fall in the Green Range, 44.8 points above standard.

School and Student Performance Data

Academic Performance Mathematics

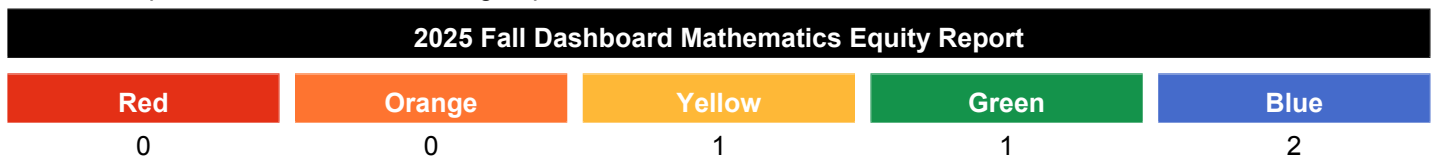
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 68.7 points above standard Declined 10 points 242 Students	English Learners Blue 48 points above standard Maintained -1.3 points 115 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 14.1 points below standard Declined 20.9 points 38 Students

Students with Disabilities  No Performance Color 28.2 points below standard Maintained -2.4 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 81.3 points above standard Declined 7.3 points 128 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 24.5 points below standard Declined 30.7 points 30 Students
Two or More Races  No Performance Color 69.6 points above standard Declined 22.9 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 92.1 points above standard Increased 15.1 points 58 Students

Conclusions based on this data:

1. In math, overall students groups fell in the Green or Blue Range, except for Socioeconomically Disadvantaged that fell in Yellow, decreasing from Green last year.
2. All students fell in the Green Range, with a decline of 10 points.
3. White students increased 15.1 points, the only group to show an increase.

School and Student Performance Data

Academic Performance Science

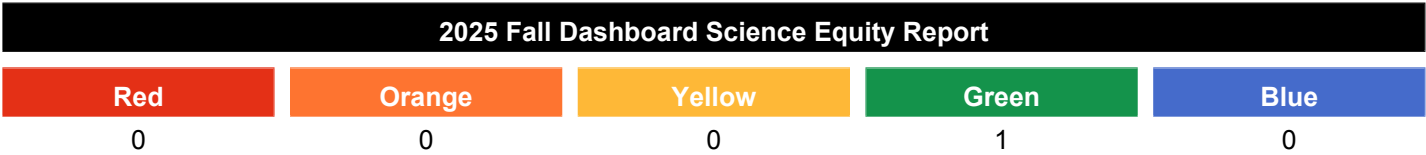
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 71.5 science points Declined 3.8 points 91 Students	English Learners  No Performance Color 62 science points Declined 6.4 points 44 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 50.3 science points 15 Students

Students with Disabilities  No Performance Color 48.8 science points 13 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Green 69.9 science points Declined 5.6 points 38 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 55.4 science points 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 78.6 science points Increased 4.2 points 29 Students

Conclusions based on this data:

1. All students (5th grade only) decline 3.8 points, but still falling in the Green Range
2. White does not have a performance color, but shows 78.6 points above standard.
3. Asian falls in the Green Range, 69.9 points above standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
53.4 making progress.	making progress.
Number Students: 88 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6%	33%	1.1%	52.3%

Conclusions based on this data:

- English Learner progress is showing the in Orange Range, with 53.4% making progress.
- 52.3% percent of ELs progressed at least one ELPI level and 34.4% of English learners maintained their previous ELPI Level
- 13.6% of ELs decreased one ELPI Level, which will be a focus area

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

15.3% Chronically Absent

Increased 1.6

601 Students

English Learners



Orange

16.7% Chronically Absent

Increased 0.6

180 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Socioeconomically Disadvantaged



Red

23.9% Chronically Absent

Increased 5.3

88 Students

Students with Disabilities  Red 22.5% Chronically Absent Increased 15.9 71 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Orange 16.6% Chronically Absent Increased 1.3 313 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Red 21.7% Chronically Absent Increased 6.3 83 Students
Two or More Races  Green 4.3% Chronically Absent Declined 4.1 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 11.7% Chronically Absent Increased 1.8 137 Students

Conclusions based on this data:

1. Overall 15.3% of students are considered Chronically Absent, an increase from the previous year and moved from yellow to orange.
2. Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students all fell into the red.
3. Students with Two or More Races was the only group do decline.

School and Student Performance Data

Conditions & Climate Suspension Rate

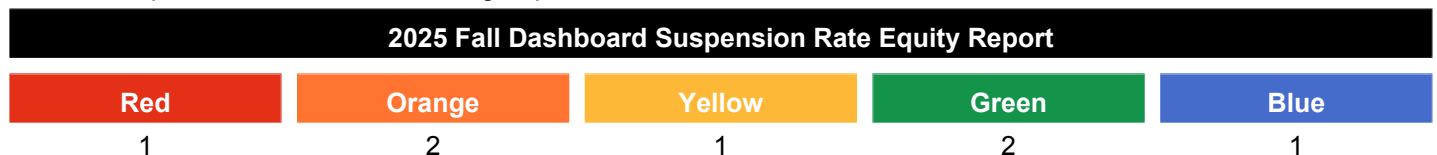
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.1% suspended at least one day Declined 0.8% 611 Students	English Learners  Orange 4.4% suspended at least one day Increased 1.7% 181 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 1.1% suspended at least one day Declined 4.5% 88 Students

Students with Disabilities  Yellow 4.1% suspended at least one day Declined 2.5% 74 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Blue 0.9% suspended at least one day Declined 1.6% 321 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 4.8% suspended at least one day Increased 3.3% 83 Students
Two or More Races  Red 6.3% suspended at least one day Maintained 0.1% 48 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 2.2% suspended at least one day Declined 1.9% 137 Students

Conclusions based on this data:

1. Suspension rates overall declined by 0.8%, putting the category of "All Students" in the Green range.
2. Focus areas are Students with Disabilities declined 2.5% and moved from red to yellow.
3. English Learners and Hispanic students both increased and are in the orange range.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

STEM - Science, Technology, Engineering and Mathematics

Laurelwood Elementary is dedicated to a school-wide STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiative that prepares students for a technologically advanced society. By aligning with the Next Generation Science Standards (NGSS), we aim to increase STEAM literacy—ensuring all students possess the critical knowledge of scientific and mathematical processes necessary for informed personal decision-making, civic engagement, and global economic productivity.

Our approach integrates digital tools and creative problem-solving, with a strategic emphasis on high-level proficiency in the following core areas:

- Using FOSS hands-on science instruction, students engage in inquiry-based learning that mirrors real-world scientific research. This is further enriched by garden-specific activities, where students apply biological and environmental science concepts in a living laboratory setting.
- Mathematical foundations are strengthened through Origo Stepping Stones 2.0 and iReady mathematics assessments and instruction. These tools ensure students develop the numerical fluency and analytical skills required to solve complex engineering and technological problems.
- Students utilize 1:1 Chromebooks (K-5) and interactive Smart projectors to bridge the gap between abstract concepts and digital application, fostering the technical skills essential for modern STEAM careers.
- Hands-on STEAM and Garden lessons challenge students to use "design thinking," integrating artistic principles with engineering and math to create innovative solutions to real-world challenges.

Student Outcomes

Through this intensive STEAM focus—anchored by a commitment to Science and Mathematics—Laurelwood students will gain the competitive edge necessary for success in both college and career pathways. Our graduates will emerge as innovative thinkers capable of navigating and leading in a global, technologically driven economy.

Implementation Objective(s):

By June of 2027, 100% of teachers in grades K-5th will implement trimester assessments and complete data analysis for iReady Mathematics and Origo pre and post tests.

By June of 2027, 100% of TK-5 classes will participate in at least three Garden specific lessons, in the Laurelwood Garden and supported by parent volunteers. This will be measured by the Garden schedule.

By June of 2027, 100% of TK-5 classes will participate in at least one, non Garden specific, STEAM related activity, outside the classroom, per trimester. This will be measured by the STEAM schedule.

By June, of 2027, 100% of TK-5 classes will utilize the district adopted FOSS curriculum. This will be measured by teacher submission each trimester.

By June, 2027, 100% of students identifying as scoring below grade level in Mathematics, will have at least one round of Mathematics small group in class or during pull out groups.

Improvement Objective(s):

By March 2027, 70% of all students in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment.

By March of 2027, 45% of students in grades K - 5th, designated as English Learners, will score Early On, Mid, or Above Grade Level on the iReady Math Diagnostic 3.

By June of 2027, at least 86% of all students in Grades 3, 4, and 5 will meet or exceed grade level standards in the area of mathematics on CAASPP.

By June of 2027, at least 62% of students in Grades 3, 4, and 5, designated as English Learners, will meet or exceed grade level stand in the area of mathematics on CAASPP.

By June of 2027, at least 70% of students in 5th Grade will meet or exceed grade level standard on the California Science Test.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps

LCAP Goal 2: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the January 2026 i-Ready Math Diagnostic, 63% of the overall student population performed at the Early On, Mid, or Above Grade Level tier. In contrast, 37% of students designated as English Learners (EL) met the same criteria, indicating a performance gap of 26 percentage points between EL students and the general student body.

According to the 2025-2026 CAASPP Mathematics Assessment results, 56.4% of English Learners met or exceeded standards. In comparison, 84% of the total student population achieved proficiency. This represents a significant achievement gap of 27.6 percentage points, identifying a critical area for targeted instructional support and professional development in integrated ELD strategies for mathematics.

To ensure equitable access to high-quality instruction, the school will prioritize STEAM (Science, Technology, Engineering, Arts, and Math) opportunities for English Learners (EL) and Socioeconomically Disadvantaged (SED) students. By providing targeted, hands-on STEAM experiences, the school aims to build foundational background knowledge, bridge the achievement gap, and foster academic language proficiency across technical disciplines.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
March 2027 K-5 iReady Math Early On, Mid, or Above Grade Level (all students)	63% of all students in grades K - 5th scored Early On, Mid, or Above Grade Level on the iReady Math Assessment in January 2026.	By March 2027, 70% of all students in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment.
March 2027 K-5 iReady Math Early On, Mid, or Above Grade Level (English Learners)	37% of students in grades K - 5th, designated as English Learners, scored Early On, Mid, or Above Grade Level on the iReady Math Assessment in January 2026	By March of 2027, 45% of students in grades K - 5th, designated as English Learners, will score Early On, Mid, or Above Grade Level on the iReady Math Assessment.
End of Year CAASPP Math Percent Meeting/Exceeding Grade Level Standard (all students 3rd-5th)	84% of all students in Grades 3, 4, and 5 scored meet or exceed grade level standards in the area of mathematics on CAASPP in June 2025	By June of 2027, at least 86% of all students in Grades 3, 4, and 5 will meet or exceed grade level standards in the area of mathematics on CAASPP.
End of Year CAASPP Math Percent Meeting/Exceeding Grade Level Standard (English Learners 3rd-5th)	56.4% of students in Grades 3, 4, and 5, designated as English Learners, scored meet or exceed grade level standards in the area of mathematics on CAASPP in June 2025.	By June of 2027, at least 62% of students in Grades 3, 4, and 5, designated as English Learners, will meet or exceed grade level stand in the area of mathematics on CAASPP.
End of Year California Science Test (5th grade)	66.7% of students in 5th Grade scored meet or exceed grade level standard on the California Science Test in May 2026.	By June of 2027, at least 70% of students in 5th Grade will meet or exceed grade level standard on the California Science Test.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Small Group Math Intervention groups, based on iReady and Origo assessments to support targeted students, focusing on English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students Experiencing Homelessness.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	2160 Targeted Allocation 2000-2999: Classified Personnel Salaries Intervention Support 648 Targeted Allocation 3000-3999: Employee Benefits Classified Benefits
1.2	Science, Technology, Engineering, and Math whole class lessons to create hands on learning opportunities for students, focusing on English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students Experiencing Homelessness.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	1000 Targeted Allocation 4000-4999: Books And Supplies STEAM Supplies 3716 Targeted Allocation 2000-2999: Classified Personnel Salaries Intervention Support 1592 Targeted Allocation 3000-3999: Employee Benefits Classified Benefits
1.3	STLA for support with garden maintenance and garden lessons to create hands on learning opportunities in the area of science, to build the scientific English vocabulary of all students, focusing on English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students Experiencing Homelessness.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	3716 Targeted Allocation 2000-2999: Classified Personnel Salaries Garden Lessons and Maintenance 1592 Targeted Allocation 3000-3999: Employee Benefits Classified Benefits
1.4	STEAM PD/Planning release time for teachers to collaborate around creating hands on STEAM Activities.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	900 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration Sub Release 330 Targeted Allocation 1000-1999: Certificated Personnel Salaries Certificated Benefits

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

By increasing small-group math interventions, the school provided essential differentiated support for English Learners and underperforming peers. Furthermore, the expansion of STEAM and Garden initiatives provided an equitable platform for all students to engage in science. For English Learners specifically, these tactile experiences served as a critical bridge between conceptual understanding and the mastery of complex academic vocabulary.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Resources originally earmarked for STEAM instruction were strategically reallocated to other priority goals following the acquisition of a qualified volunteer educator. This transition allowed the school to maintain the integrity of the STEAM curriculum without the planned expenditure for a STEAM Teacher Lead/Assistant (STLA), thereby maximizing the impact of supplemental funds in other high-need academic areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funding for the STLA position will be maintained in the current budget cycle to facilitate the hiring of a new instructor. This ensures the sustainability of STEAM programming following a period of volunteer-led instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development (ELD) / English Language Arts (ELA)

Laurelwood Elementary will implement a comprehensive literacy framework to ensure all students achieve grade-level proficiency in reading and writing. Primary Grades (K-2): Instruction will prioritize explicit, systematic Phonics instruction to build foundational decoding skills. School-wide (K-5): The Reader's and Writer's Workshop model will be utilized to provide differentiated, student-centered instruction that fosters high levels of engagement and rigorous application of ELA standards.

Implementation Objective:

By June of 2026, 100% of K-2 teachers implement the UFLI Phonics Curriculum.

By June of 2026, 100% of 3rd-5th grade teachers implement the Morphology Curriculum.

By June of 2026, 100% of 3rd-5 students will participate in weekly iReady Reading lessons.

By June of 2026, 100% of K-5 students, designated English Learners, will receive designated ELD lessons each week.

By June of 2026, 100% of K-5 students who are assessed below level in reading will receive small group intervention in class or in small group pull out for at least one round.

By June of 2026, all Laurelwood teachers in grades K-5 will analyze data from iReady reading assessments and F&P Assessments in grade level professional learning community (PLC) to monitor student learning.

Improvement Objective(s):

By February 2027, the percentage of students in Grades K-2 scoring "At or Above Benchmark" (Blue/Green) on the mCLASS DIBELS 8 Composite Score will increase from 72% to 75%

By March 2027, at least 75% of all students in grades 3rd - 5th will score Early On, Mid, or Above Grade Level on the Mid Year iReady Reading Assessment.

By March 2027, at least 35% of students in grades 3rd - 5th, designated as English Learners, will score Early On, Mid, or Above Grade Level on the Mid Year iReady Reading Assessment.

By June 2027, 80% of all students in Kindergarten will be able to recognize all 52 letters (lower and upper case) on the F&P Subtest Letter ID. (70% now)

By June 2027, 75% of all students in grades K-2nd will be assessed at or above grade level on the F&P Text Level Assessment (64% October 2025)

By June 2027, 50% of students in grades K-2nd, designated English Learners, will be assessed at or above grade level on the F&P Text Level Assessment (42% now)

By June 2027, 80% of all students in grades 3rd-5th, who start the school year below text level L, will be assessed at a text level L or higher on the F&P Text Level Assessment. (72% now)

By June of 2027, at least 83% of all students in Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts. (80.2% June 2025, goal 82%)

By June of 2027, at least 50% of students in Grades 3,4, and 5, designated as English Learners, will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts. (40.7% June 2025, goal 45%)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An analysis of multi-measure assessment data—including CAASPP, i-Ready, and Fountas & Pinnell (F&P)—reveals a significant need for a streamlined, systematic approach to literacy at Laurelwood Elementary. While current performance indicates a strong baseline for the general student body, a persistent opportunity gap remains for our English Learners (ELs) and students performing below grade-level benchmarks.

Currently, 80.2% of students in grades 3-5 meet or exceed standards on the CAASPP in ELA. However, only 40.7% of English Learners achieve proficiency, indicating an achievement gap of nearly 40 percentage points. i-Ready Diagnostic data suggests that while the goal is for 75% of all students in grades 3-5 to reach "Early On, Mid, or Above Grade Level" proficiency, currently only 35% of English Learners are projected to meet this same benchmark. To meet the goal of 75% of K-2 students scoring "At or Above Benchmark" on mCLASS DIBELS 8, there is a critical need for explicit, systematic foundational skills instruction to ensure early decoding and phonemic awareness.

There is an identified need for 100% implementation of the UFLI Phonics Curriculum (K-2) and a Morphology Curriculum (3-5) to ensure all students possess the decoding and word-study skills necessary for complex text analysis. To ensure English Learners access core curriculum, 100% of EL students must receive consistent, designated ELD instruction and weekly i-Ready Reading lessons to accelerate academic language acquisition. Data indicates a need for intensive small-group intervention (both in-class and pull-out) for all students performing below grade level. This necessitates dedicated Teacher Release Time for F&P and i-Ready data analysis within Professional Learning Communities (PLCs) to monitor growth and pivot instruction in real-time. The transition to a school-wide Reader's and Writer's Workshop model is essential to provide the differentiation required to support diverse learners, fostering high levels of engagement while maintaining the rigor of California State Standards.

By focusing on these systematic implementation and improvement objectives, Laurelwood aims to reduce the percentage of at-risk readers and ensure that English Learners demonstrate the "continued, consistent growth" required to close the proficiency gap on the CAASPP and ELPAC assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
mClas DIBELS 8 Assessment in Trimester 2	72% of students in Grades K-2 scored "At or Above Benchmark" (Blue/Green) on the mCLASS DIBELS 8 Composite Score in February 2026.	By February 2027, the percentage of students in Grades K-2 scoring "At or Above Benchmark" (Blue/Green) on the mCLASS DIBELS 8 Composite Score will increase from 72% to 75%
iReady Reading Assessment for Trimester 3 (all students 3rd-5th)	69% of all students in grades 3rd - 5th will scored Early On, Mid, or Above Grade Level in January 2026.	By March 2027, at least 75% of all students in grades 3rd - 5th will score Early On, Mid, or Above Grade Level on the Mid-Year iReady Reading Assessment
iReady Reading Assessment for Trimester 3 (English Learners)	24% of students in grades 3rd - 5th, designated as English Learners, will scored Early On, Mid, or Above Grade Level on the iReady Reading Diagnostic in January 2026.	By March of 2027, at least 35% of students in grades 3rd - 5th, designated as English Learners, will score Early On, Mid, or Above Grade Level on the Mid-Year iReady Reading Assessment.
F&P Subtest Letter ID (Kindergarten)	70% of all students in Kindergarten are able to recognize all 52 letters (lower and upper case) on the F&P Subtest Letter ID in April 2026.	By June 2027, 75% of all students in Kindergarten will be able to recognize all 52 letters (lower and upper case) on the F&P Subtest Letter ID.
F&P Text Level Assessment (K-2nd)	64% of all students in grades K-2nd assessed at or above grade level on the F&P Text Level Assessment in February 2026.	By June 2027, 70% of all students in grades K-2nd will be assessed at or above grade level on the F&P Text Level Assessment
F&P Text Level Assessment (K-2nd English Learners)	42% of students in grades K-2nd, designated English Learners, assessed at or above grade level on the F&P Text Level Assessment	By June 2027, 50% of students in grades K-2nd, designated English Learners, will be assessed at or above grade level on the F&P Text Level Assessment

F&P Text Level Assessment (3rd-5th)	By June 2027, 72% of all students in grades 3rd-5th, who start the school year below text level L, will be assessed at a text level L or higher on the F&P Text Level Assessment.	By June 2027, 80% of all students in grades 3rd-5th, who start the school year below text level L, will be assessed at a text level L or higher on the F&P Text Level Assessment.
End of Year CAASSP ELA Percent Meeting/Exceeding Grade Level Standard (all students 3rd-5th)	80.2% of all students in Grades 3, 4, and 5 scored meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts in June 2025	By June of 2027, at least 83% of all students in Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts.
End of Year CAASSP ELA Percent Meeting/Exceeding Grade Level Standard (English Learners)	46% of students in Grades 3,4, and 5, designated as English Learners, will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts in June 2025.	By June of 2027, at least 46% of students in Grades 3,4, and 5, designated as English Learners, will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts.
Annual ELPAC Assessments	43.2% of EL/ML students increased their ELPI by at least one level on the ELPAC. in June 2025	By June of 2027, at least 52% of EL/ML students will increased their ELPI by at least one level on the ELPAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The STLA will be deployed to provide push-in and pull-out Reading and ELD intervention specifically for students designated as English Learners. By facilitating high-frequency, small-group instruction, the STLA will support the development of foundational literacy skills and academic language acquisition, directly addressing the achievement gaps identified in i-Ready and ELPAC data.	English Learners	8000 Targeted Allocation 2000-2999: Classified Personnel Salaries Intervention Support 2400 Targeted Allocation 3000-3999: Employee Benefits Classified Benefits
2.2	The school will provide specialized Reading Intervention pull-out groups led by credentialed staff to support students performing below grade-level proficiency. This program prioritizes primary grade levels (K-2) and specifically targets high-need student groups, including English Learners (EL), Socioeconomically Disadvantaged (SED) students, Foster Youth, and Students Experiencing Homelessness. Instruction will focus on closing foundational literacy gaps through evidence-based, small-group remediation.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	15000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Intervention Support 4800 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
2.3	To ensure equitable participation and meaningful home-school partnerships, the school will provide comprehensive translation and interpretation services for all parent meetings involving English Learners.	English Learners	1000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Interpretar Services
2.4	Provide strategic release time for classroom teachers to conduct one-on-one assessments and design targeted in-class interventions. This dedicated time allows for the deep analysis of performance data for English Learners (EL), Socioeconomically Disadvantaged (SED) students, Foster Youth, and students in transition (Homeless),	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	12600 Targeted Allocation 1000-1999: Certificated Personnel Salaries Assessment Release 3780 Targeted Allocation

	ensuring that Tier 1 and Tier 2 supports are tailored to their specific linguistic and academic needs.		1000-1999: Certificated Personnel Salaries Certificated Benefits
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of targeted small-group interventions and dedicated Newcomer ELD cohorts significantly accelerated student achievement in literacy. Notably, students participating in reading intervention groups averaged 2 to 3 levels of growth over the academic year, a growth rate nearly commensurate with the general student population. Furthermore, while some English Learners may not have transitioned to a new proficiency tier, i-Ready Reading diagnostic data confirms substantial internal growth within their current levels. Consequently, the percentage of students identified as "at-risk" decreased by 10 percentage points

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Savings identified within the STEAM budget were strategically reallocated to fund a third cycle of intensive reading intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will prioritize the systematic implementation of Integrated and Designated English Language Development (ELD) across all content areas. This initiative ensures that English Learners receive the necessary linguistic scaffolding to access rigorous, grade-level curriculum and achieve proficiency in the four language domains: Listening, Speaking, Reading, and Writing. Intervention will also be adjusted based on the changes to the assessment calendar.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate

Laurelwood staff will sustain a school climate that integrates academic achievement with comprehensive student wellness through a robust Multi-Tiered System of Supports (MTSS). By systematically analyzing academic, behavioral, and wellness data, the school will provide targeted interventions to foster emotional regulation and positive peer interactions. This proactive approach aims to reduce incidents of physical aggression and exclusionary disciplinary practices (suspensions) while prioritizing the social-emotional health of the student body.

Implementation Objective:

By June of 2027, all Laurelwood teachers TK-5 will implement Multi-Tiered Systems of Support (MTSS) using research based strategies for behavior and academics. Tracking Tier 1 implementation will include data collection during observations and walkthroughs led by external MTSS Coaches. Tracking Tier 2 intervention will include data collection for both academic and behavior strategies. Data collection will include Behavior Tracking Tool (BTT), Tiered Fidelity Inventory (TFI), and Check In/Check Out (CICO).

By June 2027, all students will be taught the Zones of Regulation and mindfulness strategies to regulate emotions through Mindfulness Monday announcements and activities.

By June 2027, all Laurelwood students in grades 1st-5th grade will have supervised and adult led lunch time activities.

By June 2027, classroom support will be created to support PBIS, for all classes who have identified needs.

By June 2027, all students, designated as having a disability, who are documented as chronically absent will have a support plan in place.

Improvement Objective:

By June 2027, at least 85% of observed classrooms will meet Acceptable Implementation or Above on 2 focused on PBIS Classroom Practices.

By June 2027, at least 97% of surveyed students and staff will be able to identify the Laurelwood Way expectations, as measure by the TFI.

By June 2027, atleast 85% of students will be able to identify the Zones of Regulation and three strategies for regulating emotions.

By June 2027, the number of all students with a suspension will be less than 2%.

By June 2027, the number of students, with disabilities, with a suspension will be less than 4%.

By June 2027, the number of students, with two or more races, with a suspension will be less than 4%.

By June 2027, the percent of students, with disabilities, who are identified as Chronically Absent, will decrease from 22.5% to 15%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Current data indicates a critical need to address chronic absenteeism, specifically among students with disabilities, and to minimize behavioral incidents that lead to suspension. To improve school stability and attendance rates, the school will implement specialized supports for emotional regulation and social-skill development. By utilizing MTSS to monitor real-time data, Laurelwood will deploy early interventions designed to mitigate physical aggression and re-engage students who are at risk of chronic absenteeism.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Classroom Practices Walkthrough Data	85% of observed classrooms met Acceptable Implementation or Above on 2 focused on PBIS Classroom Practices in February 2026.	By June 2027, at least 80% of observed classrooms will meet Acceptable Implementation or Above on 2 focused on PBIS Classroom Practices.
Laurelwood Way Expectations Survey	95% of surveyed students and staff were able to identify the Laurelwood Way expectations, as measure by the TFI in February 2026.	By June 2027, at least 97% of surveyed students and staff will be able to identify the Laurelwood Way expectations, as measure by the TFI.
Mindfulness and Zones of Regulation Survey	81% of students will be able to identify the Zones of Regulation and three strategies for regulating emotions in April 2026.	By June 2027, atleast 85% of students will be able to identify the Zones of Regulation and three strategies for regulating emotions.
Suspension Data (all students)	The number of all students with a suspension was 2.2% in March 2026.	By June 2027, the number of all students with a suspension will be less than 2%.
Suspension Data (Students with disabilities)	The number of students, with disabilities, with a suspension was 7.2% in March 2026.	By June 2027, the number of students, with disabilities, with a suspension will be less than 4%.
Suspension Data (Students with two or more races)	The number of students, with two or more races, with a suspension was 4.8% in March 2026.	By June 2027, the number of students, with two or more races, with a suspension will be less than 4%.
Chronically Absence Data (Students with disabilities)	The percent of students, with disabilities, who were identified as Chronically Absent was 22.5% in June 2025	By June 2027, the percent of students, with disabilities, who are identified as Chronically Absent, will decrease from 22.5% to 15%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Laurelwood will continue the implementation of school-wide PBIS to ensure a safe and inclusive learning environment. This framework provides tiered behavioral interventions designed to minimize the need for suspensions and increase instructional time. Targeted outreach and individualized behavioral support plans will be prioritized for unduplicated student groups and Students with Disabilities to address disproportionality in disciplinary outcomes and foster a culture of positive social-emotional growth.	English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homelessness and all students	750 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration Substitute Release 225 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
3.2	School leadership and grade-level teams will engage in systematic professional collaboration to analyze multi-measure assessment data and develop comprehensive MTSS intervention plans. These collaborative cycles will prioritize the creation of Individualized Learning Goals, 504 Plans, and Student Study Team (SST) outcomes specifically for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and students experiencing homelessness, ensuring that Tier 2 and Tier 3 supports are tailored to each	English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homelessness and all students	750 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration Substitute Release 225 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits

	student's unique academic and social-emotional needs.		1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration Meetings 300 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
3.3	Provide dedicated release time for the School Leadership Team to engage in comprehensive data analysis and the monitoring of SPSA goals. These sessions will be utilized to evaluate the effectiveness of current initiatives and to refine strategic action plans specifically targeting English Learners, Socioeconomically Disadvantaged students, Foster Youth, and students in transition (homeless). This ensures that school-wide resources are deployed with precision to address the identified needs of high-priority student cohorts.	English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	750 Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration Substitute Release 225 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
3.4	To address persistent achievement gaps, the school utilized STLA's to provide push-in support and Tier 2 interventions. This role was critical in offering individualized attention to unduplicated student groups and students experiencing housing instability. The STLA's focus on building background knowledge and academic vocabulary has ensured that our most vulnerable populations receive equitable access to core instructional content.	English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless	10,800 Targeted Allocation 2000-2999: Classified Personnel Salaries Classroom Support 3240 Targeted Allocation 3000-3999: Employee Benefits Classified Benefits
3.5	To minimize behavioral disruptions and maximize instructional time, the school deployed STLA's to lead structured peer interactions during recess and facilitate daily CICO interventions. This specialized support focused on developing students' emotional regulation and social skills, successfully providing a tier of intervention that prevented the escalation of behaviors and significantly reduced the need for formal suspensions.	Students with disabilities, students with more than one race, English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	5400 Targeted Allocation 2000-2999: Classified Personnel Salaries Classroom Support 1620 Targeted Allocation 2000-2999: Classified Personnel Salaries Classified Benefits
3.6	The school will implement a comprehensive lunchtime activity program in partnership with Allera Sports to promote safe and positive peer interactions. By providing high-interest, structured physical activities multiple days per week—supplemented by site-led initiatives on remaining days—the school aims to reduce incidents of physical aggression and exclusionary disciplinary actions (suspensions). This proactive approach fosters a culture of sportsmanship and improves overall school climate.	Students with disabilities, students with more than one race, English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	10,459 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Allera Sports Lunch Activities

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A school-wide focus on Tier 1 PBIS classroom practices has resulted in successfully meeting the benchmarks of the Tiered Fidelity Index (TFI) for Tier 1 Implementation. The Check-In/Check-Out (CICO) intervention demonstrated significant efficacy; participating students showed a marked reduction in behavioral incidents and avoided the escalation of disciplinary actions. Furthermore, the integration of school-wide mindfulness and emotional regulation strategies has equipped all students with essential social-emotional tools. Recess and lunchtime activities, led by staff and Allera Sports has helped decrease physical aggression. Moving forward, the school will intensify targeted, data-driven approaches to address persistent chronic absenteeism and suspension rates among high-priority student groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget was used efficiently for Goal 3.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All budget areas have been decreased and will hopefully increase to match current year after carryover funds are calculated Goal is to have equal budget for each action item as this year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,978.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$98,978.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$98,978.00

Total of federal, state, and/or local funds for this school: \$98,978.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	98,978.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	98,978.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,860.00
2000-2999: Classified Personnel Salaries	35,412.00
3000-3999: Employee Benefits	15,247.00
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	11,459.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	35,860.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	35,412.00
3000-3999: Employee Benefits	Targeted Allocation	15,247.00
4000-4999: Books And Supplies	Targeted Allocation	1,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	11,459.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
15,654.00
47,580.00
35,744.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Paul Fuller	Principal
Aimee Kalivoda	Classroom Teacher
Blake Lewis	Classroom Teacher
Vanessa Laranjo	Classroom Teacher
Max Orellana	Other School Staff
Shannon Gutierrez	Parent or Community Member
Sharlene Ericson	Parent or Community Member
Kathleen Raffeto	Parent or Community Member
Elda Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 21, 2026.

Attested:



Principal, Paul Fuller on April 21, 2026



SSC Chairperson, Aimee Kalivoda on April 21, 2026